

(1) Vowel marks	113
(2) Consonant marks	116
(3) The use of italics	118
5 Concluding remarks	119

CHAPTER VIII.

THE SYMBOLS CLASSIFIED ACCORDING TO FORM, WITH THE
USES TO WHICH THEY ARE PUT.

1 Introductory	121
2 The symbols classified as to form	122
(1) Single Symbols	122
(2) Double Symbols	126
(3) Triple Symbols	137
(4) Quadruple Symbols	140
(5) Quintuple Symbols	141

CHAPTER IX.

THE SYMBOLS CLASSIFIED ACCORDING TO USE, WITH THE
FORMS THAT THEY ASSUME.

1 Introductory	142
2 The symbols classified as to use	143
(1) Symbols representing single sounds	143
(2) Symbols representing double sounds	160
(3) Symbols representing a few extra combinations of sounds	161

CHAPTER X.

RULES AND SUGGESTIONS, BOTH GENERAL AND SPECIAL, FOR
BECOMING PROFICIENT IN ENGLISH PRONUNCIATION.

1 Introductory	163
2 General Rules	165
(1) Learn to <i>distinguish</i> the Element- ary Sounds	165
(2) Learn to <i>produce</i> the Elementary Sounds	166
(3) Practice difficult combinations	167
(4) Practice difficult words	168
(5) Learn to spell phonetically	168
(6) Learn diacritical marks	170
(7) Consult dictionary in cases of doubt	171
(8) Carefully study some manual	173
(9) Observe pronunciation of others	174
(10) Cultivate general interest	176
3 Special Rules	177
(1) Specific Directions	177
(2) Brief Cautions	179
(3) Unfamiliar Words	179
(4) Foreign Words	180

CHAPTER XI.

OVER 1000 WORDS FREQUENTLY MISPRONOUNCED, WITH THEIR
CORRECT PRONUNCIATIONS INDICATED ACCORDING
TO BOTH WEBSTER AND WORCESTER.

1 Introductory	182
2 Table of Signs	187

3 Abbreviations	189
4 List of Words	190

CHAPTER XII.

PROPER NAMES.

1 Introduction and Suggestions	283
2 Foreign Sounds	287
3 Accent	289
4 Brief Observations	289
5 Concluding Remarks	290

APPENDIX.

BIBLIOGRAPHY.

1 For the Physics of Sounds	292
2 For the Physiology of the Voice	293
3 For Phonology	293
4 For Alphabetics	294
5 For Rules	294
6 For Words	294
INDEX	295

HOW SHOULD I PRONOUNCE?

CHAPTER I.

INTRODUCTION.

It was Dean Swift who said that "as a man is known by his company, so a man's company may be known by his manner of expressing himself." It is evident that in the manner of expressing one's self, any peculiarity in the style of pronunciation first impresses us, and it is on this account especially that pronunciation is important, since first impressions are so largely determined by it.

I. Pronunciation Defined.

In the pronunciation of a word, two things are involved: *first*, the proper sounds must be given; and *secondly*, the

stress of voice, or accent, must fall upon the appropriate syllable. An error in pronunciation can exist as truly in the case of a misplaced accent as in the substitution of an improper sound.

To say *char-ác-ter* for *chár-ac-ter* would indicate greater ignorance than to say *gǎl'-lōz* (gallows) for *gǎl'-lūs*. One must then be able not only to give the sounds that the symbols represent, but also the proper stress or accent. In other words, to be more technical: pronunciation is the art of giving in their proper order and with the proper accent, those articulate sounds which the correct oral expression of a word demands.

Much confusion exists in the minds of many as to the distinctions between pronunciation, articulation, and accent in its restricted sense.

2. Articulation Defined.

Articulation is the art of giving separately and distinctly the elementary sounds

used in speech. A person may in a few days or weeks learn to articulate with distinctness and ease, but he may labor for a lifetime, to the exclusion of all other subjects, upon the pronunciation of his mother-tongue without ever attaining perfection. The reason for this is simple. Although one may be able to produce the sounds correctly, he does not necessarily on that account know what ones of them to use in a given word. To have the ability to articulate with clearness and precision the forty-two sounds of the English language, is one thing; to know, as a matter of memory, in the case of most of the commonly used words, which sounds are required, is quite a different affair.

Articulation, then, is a comparatively restricted province; pronunciation is coextensive with spoken language. It is a simple matter to articulate with ease (although many people are deficient in this regard); it is a life's work to become even good in the department of pronunciation. Thus

we see that skill in articulation is the basis of correct pronunciation, since the ability to produce clearly and distinctly the sounds of any language must of necessity precede that of combining them into words.

The word "accent" is sometimes used in a restricted sense. We often say of a person who speaks a foreign language with fluency, that he has a good accent. By this, we mean that the language is used by him in a manner approximating that of a native, and not merely that he places the stress of voice upon those syllables that require it.

Pronunciation, then, or the giving of the proper sounds and the stress that the syllables may require; articulation, or the giving of the separate sounds with clearness and precision; accent in its restricted sense, or the qualities of speech that indicate familiarity with a foreign tongue,—all of these must be carefully distinguished from one another.

3. Importance of Correct Pronunciation.

We are told that, in the days of ancient Greece, so critical were the Athenians that if an orator mispronounced a single word, they immediately hissed him. If, at the present day, such a practice were the fashion, we fear that on many occasions the sibilant responses would be almost continuous. But since those who employ formal discourse, however faulty they may be in their pronunciation, are generally less so than their auditors, no such result need be apprehended.

The accuracy of the citizens of Athens is greatly to be admired, but at the same time it must be remembered that since their written language was more phonetic than our own (or, in other words, since each sound was more exactly symbolized), it was a much simpler affair with them to be accurate in this art than it is with us. Then again, language in those days was mainly oral, and hence there was need of greater accuracy in pronunciation.

The importance of correct pronunciation is twofold: *first*, it marks more clearly than any other one thing a person's general social standing; *secondly*, it greatly facilitates interchange of thought.

The first impression made upon a person's mind by the presence of a stranger is gathered from his personal appearance; the second, from his speech. In spoken language the most conspicuous element is pronunciation, and we naturally estimate one's condition, both mental and social, by his practice in this regard. If it be careless and inaccurate, his general standing is rated as low, but if it conforms to the best usage, we credit him with a degree of discipline which we infer extends to other departments of culture. More important, however, than the estimate which it enables us to form of individuals, is the aid that a correct and uniform system of pronunciation furnishes in the interchange of ideas through spoken language.

Language is the means of expressing

thought. Any system that may be determined upon with a view to the expression of ideas is termed language; but, as ordinarily taken, language is considered to be of two kinds only,—spoken and written.

It is with spoken language only that pronunciation is concerned. Words are the symbols of ideas, and are intimately associated in the mind with them; indeed, so close is this association that nearly all thinking is done in the form of language. Hence it follows that if the words of a language have a constant mode of utterance, that is, are uniformly pronounced, the ideas which they represent will be more readily apprehended; but if, on the other hand, a word is pronounced in different ways at different times, there is always an extra mental effort necessary on the part of the hearer to associate the word with the proper idea, to say nothing of the resulting mental distraction caused by the odd pronunciation. In consequence, there arises confusion, for there can be no constancy



The **Margaret Eaton School Digital Collection** is a not-for-profit resource created in 2014-2015 to assist scholars, researchers, educators, and students to discover the Margaret Eaton School archives housed in the Peter Turkstra Library at Redeemer University College. Copyright of the digital images is the property of Redeemer University College, Ancaster, Canada and the images may not be copied or emailed to multiple sites without the copyright holder's express written permission. However, users may print, download, or email digital images for individual non-commercial use. To learn more about this project or to search the digital collection, go to <http://libguides.redeemer.ca/mes>.